

Communication 2350: Interpersonal Communication

Spring 2019

Professor: Dr. Sarah Upton

CRN: 22589

TR: 10:30-11:50 am

Room: Liberal Arts Building 318

Office Hours: TR 9:00-10:30 am and by appointment

Office: Quinn Hall 204

Email: smuption@utep.edu

Course Description

Analysis of a variety of interpersonal communication concepts, with special emphasis on the application of communication skills in different situations.

In this course we will facilitate both increased knowledge of “self” and understanding of how self affects and is affected by interpersonal communication; apply theories of interpersonal communication to real-life situations; explore the influence of culture in interpersonal encounters; and analyze roles in our interpersonal relationships in family, professional, friendship, interracial/intercultural, and intimate contexts, and reflect on our communication in these relationships. This course will emphasize the use of interpersonal communication for empathy and understanding.

Required Texts

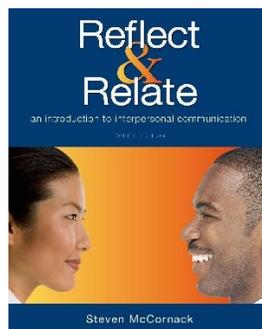
Reflect & Relate, 4th Edition

Author: Steven McCornack

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*Additional readings will be posted on Blackboard, so please be sure to check often for new postings and announcements

Departmental Learning Objectives

- *Objective 1:* To provide high quality instruction to produce students with excellent oral and written communication skills and excellent critical thinking skills
- *Objective 2:* To provide students with current knowledge of the discipline and its theories in interpersonal, organizational, and mediated contexts
- *Objective 6:* To provide students with awareness, knowledge, and application about ethics in multiple communication contexts

Course Format

In this course we will not only learn about interpersonal communication, we will also be communicating interpersonally! I will facilitate this course through the use of discussion, activity, and lecture. However, it is also up to you to come to each session ready to make discoveries about our course.

You are expected to have course readings done prior to class and participate in class discussions. I will facilitate the course under the assumption that you have completed the day's readings. Please ask questions about material you do not understand or would like to thrash out more. Remember all members are expected to conduct themselves in a mature manner.

We will also be using Blackboard to communicate with each other and with your fellow students. I will check my email at least once a day; however, please note that I may not have the opportunity to respond to your email immediately. If you do not receive a response within three working days, please resend your message. I do not send private information (grades) via email and **I generally will not accept** any written assignments via email. In an extreme case I may allow you to turn in something via email, however, a hard copy is due as soon as possible. **If you send an assignment to me without my prior approval, I will not accept the assignment.**

This course will also utilize learning teams. Each student will be placed in a team that will work together over the course of the semester. Students will be responsible for the initial acquisition of the course content (assigned readings) and for working collaboratively with other students during experiential applications of the content.

Course Evaluation

- 1. Attendance/Participation – 10 points**
- 2. Journal Entries (12 @ 3 points each):** One journal entry for each chapter applying what you read to your own life experiences. Be specific and provide examples showing how you personally relate to concepts from the book. Journals are due on Blackboard by 10:30 a.m. the day readings are assigned in the syllabus, and should be a minimum of 300 words in length.
- 3. Blackboard Discussions (12 @ 2 points each):** You will be responsible for posting to a weekly Blackboard discussion exploring case studies based on material from the course. Discussion posts of at least 150 words are due at 10:30 a.m. the day they are listed in the syllabus. You are also responsible for responding to the posts of at least two of your peers by 5 p.m. the day following your initial post.
- 4. Group Assignment – 30 points:** As a group, address a problem/issue in interpersonal communication that affects you personally. You will prepare a presentation for your peers that introduces the issue and offers concrete solutions.

Course Assignments

Each of the following assignments will be thoroughly detailed in class:

Participation	10 points
Journal Entries	36 points
Blackboard Discussions	24 points
Pop Culture Book Assignment	30 points
Total	100 points

Classroom Protocol

Please remember each time you step into class you are entering a learning environment that requires respect from everyone involved. Therefore, cell phones going off, texting, sleeping, doing other homework, reading, talking out of turn and arriving late are inappropriate classroom behaviors that distract from a prosperous learning environment and will not be tolerated.

Class participation

I expect that all of you will be active participants in this class. That means that you listen to those speaking, think about what is said, and share your thoughts. A good portion of this class will be spent doing activities/exercises, group work, and having small/large group discussions. Your participation is both valuable and necessary and is therefore a significant portion of your final grade.

Attendance

Attendance is critical to success in this course. I encourage you to attend every class and to participate in the classroom-based activities. You will learn more this way and the course content will be more meaningful and relevant. If you will be consistently late for any reason, please let me know ahead of time. Otherwise, I expect that you will be punctual and stay for the entire session.

Policy on Children in Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff and faculty parents.

1. All exclusively breastfeeding babies are welcome in class as often as necessary;
2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable;
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
4. In all cases where babies and children come to class I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met;
5. Finally, I understand that often the largest barrier to completing your coursework one you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Late Work

All assignments are due in hard copy at the beginning of class. If you are scheduled to give a speech, turn in work, or take a test, you should be in class and on time. If you will not be able to attend class when an assignment is due I reserve the right to approve or deny credit for late work. Late work that is accepted will receive a **10 percent deduction for each calendar day the assignment is late.**

Written Work Requirements

All work submitted for consideration **must** be typed. Handwritten work will not be accepted unless otherwise indicated by the instructor. Papers should be double-spaced, 12-inch font, 1 inch margins and in APA format.

Respect for others

Due to the nature of this class, your classmates may be sharing personal information or stories about themselves throughout the semester. I will also be sharing personal stories and information. I expect each of you to respect your classmates and the instructor. Please refrain from using any demeaning, racist, sexist, or otherwise inappropriate language in this classroom toward another student or the instructor. ****Please be aware that I can, and will, drop a student from this course who fails to comply with all rules and procedures and/or who fails to correct behavior after being warned by the instructor.**

Diversity

The course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identifies. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Grade Appeals

I will NOT discuss grades on the day an assignment is returned, nor will I ever discuss grades before/during/or after class. Please follow these guidelines for discussing grade issues with the instructor:

5. Wait at least 24 hours
6. Utilize instructor's office hours or make appointment if office hours do not work with your schedule
7. Discuss the grade issue with instructor within 7 days of receipt
8. Thoroughly read through all instructor comments, syllabus and assignment details before coming to discuss grade with instructor
9. Be prepared with a legitimate argument. If you are going to claim that you deserve a better grade, you must have evidence to support this claim.
10. Instructor will not make a decision right then. Allow time for a decision to be made. Instructor will notify student in person or via email as to final decision.

About my teaching style

My approach to teaching and learning is focused mainly on the creation of an environment which recognizes various learning styles, maintains accessibility, promotes equality, and invites the critical analysis of texts. My approach is also informed by Karen Foss, Sonja Foss, and Cindy Griffin's theory of *Invitational Rhetoric* (Foss & Griffin, 1995; Foss & Foss, 2002). I believe that many college courses are developed based on a model of traditional rhetoric, characterized by a desire to change others, gaining control over others, deriving self-worth through power over others, and the devaluation of the life worlds of others (Foss & Griffin, 1995). To challenge traditional rhetoric, Foss, Foss, and Griffin propose an alternative rhetoric guided by feminist values including: a commitment to the creation of relationships based on equality, recognition of the imminent value of all living beings, and allowing individuals to make their own decisions about how they wish to live their lives. I aim to structure my courses based on these feminist assumptions. Invitational rhetoric approaches communication with the goals of understanding as the purpose of communication, acknowledging the equality of the speaker and audience, viewing diverse perspectives as resources, understanding change as self-chosen, and finally a willingness to yield. I aim to understand the experiences of my students, and create an environment where they can understand mine. Additionally, I acknowledge the equality of myself as instructor, and my students, choosing not to use my position as one of power. I ultimately hope to invite students to become equal participants in their learning.

University and Department Policies

Academic Misconduct: Academic misconduct includes cheating, plagiarizing, collusion, and deliberately interfering with the work of others.

- Plagiarizing means representing the work of someone else (such as another student or an author of a book, article, or internet site) as your own. If you use the ideas or words of someone else, you must cite the source of the original information in your paper or presentation. For this class, using your own papers completed for another class also would be considered plagiarism.
- Cheating includes, but is not limited to, copying answers from other students' papers or tests, discussing test questions with students who have not taken the test, and/or using notes when taking a test. Another example of cheating is to use a source from a text book without obtaining the original author's work. If you do not read a work in its entirety, you may misrepresent the original author's work. Another example is to copy answers from another student or to allow another student to copy from your work. Collusion refers to collaboration with another student to commit any academically dishonest act. If you provide answers to someone or knowingly allow someone to copy your work, you will be held responsible.
- Invented or plagiarized work can result in an F grade for the course and may result in possible disciplinary action at the university level. Students may be suspended or expelled for engaging in academic dishonesty.

Withdrawal: Please consult your course catalog for withdrawal and refund deadlines.

- It is the student's responsibility to withdraw from the course and is a formal procedure which the student must initiate.
- Often, students drop courses when help is available to enable them to continue. If you are considering dropping the course, please discuss your decision with me prior to taking formal action to withdraw.

Accessibility: Qualified students needing accommodations should contact me as soon as possible to ensure your needs are met in a timely manner. If you need assistance with accessibility, please make arrangements with the Center for Accommodations and Support Services. Additionally, the Assistive Technology Lab in the library offers multiple programs to adapt technology and make it more accessible. I want each student to be able to succeed in this course; therefore, please let me know if you are struggling and need extra help or are dealing with an unforeseen circumstance. For those students who have worked with accessibility services and determined they have particular classroom needs, please come see me as soon as possible so we can discuss proper arrangements. All disclosures will be kept confidential.

Tentative Course Schedule				
Week	Day	Topic	Reading	Due
1	1/22	Course Overview and Syllabus		
	1/24	Introducing Interpersonal Communication	Chapter 1	
		Unit 1: Interpersonal Essentials		
2	1/29	Considering Self	Chapter 2	Journal 1
	1/31			Blackboard discussion 1
3	2/5	Perceiving Others	Chapter 3	Journal 2
	2/7			Blackboard discussion 2
4	2/12	Experiencing and Expressing Emotions	Chapter 4	Journal 3
	2/14			Blackboard discussion 3
		Unit 2: Interpersonal Skills		
5	2/19	Understanding Culture	Chapter 5	Journal 4
	2/21			Blackboard discussion 4
6	2/26	Listening Actively	Chapter 6	Journal 5
	2/28			Blackboard discussion 5
7	3/5	Communicating Verbally	Chapter 7	Journal 6
	3/7			Blackboard discussion 6
8	3/12	Communicating Nonverbally	Chapter 8	Journal 7
	3/14			Blackboard discussion 7
	3/19-3/21	No Class: Spring Break		
9	3/26	Managing Conflict and Power	Chapter 9	Journal 8
	3/28			Blackboard discussion 8
		Unit 3: Interpersonal Relationships		
10	4/2	Relationships with Romantic Partners	Chapter 10	Journal 9
	4/4			Blackboard discussion 9

11	4/9	Relationships with Family Members	Chapter 11	Journal 10
	4/11			Blackboard discussion 10
12	4/16	Relationships with Friends	Chapter 12	Journal 11
	4/18			Blackboard discussion 11
13	4/23	Relationships in the Workplace	Appendix	Journal 12
	4/25			Blackboard discussion 12
14	4/30	Final Presentations		Presentation and visual aid due
	5/2			
15	5/7	No Class: Prepare for your other finals!		
	5/9			